

# Year One Induction

## Anticipatory Sets

## Learning Goals

## Closure



# Class Kick-Off

- Please hand your admit slip to Ann or Shighla.
- Turn to page 1 in packet.
  - What comes to mind when you think about an Anticipatory Set?
  - What words/ideas do you associate with Closure?
- Read the responses on the admit slips at your table. Discuss.



# Reminder for Upcoming Sessions

- Session 4: 11/12- Special Education Policies and Practices
- Session 5: 12/3- Mark Klein- School Law and Cyber Law

# Goals

- Identify appropriate Learning Goals for Students
- Understand the importance of Set and Closure in the learning process
- Develop meaningful Set and Closure for upcoming lesson





# Agenda

- Identifying Learning Goals
- Developing Set and Closure



## Homework:

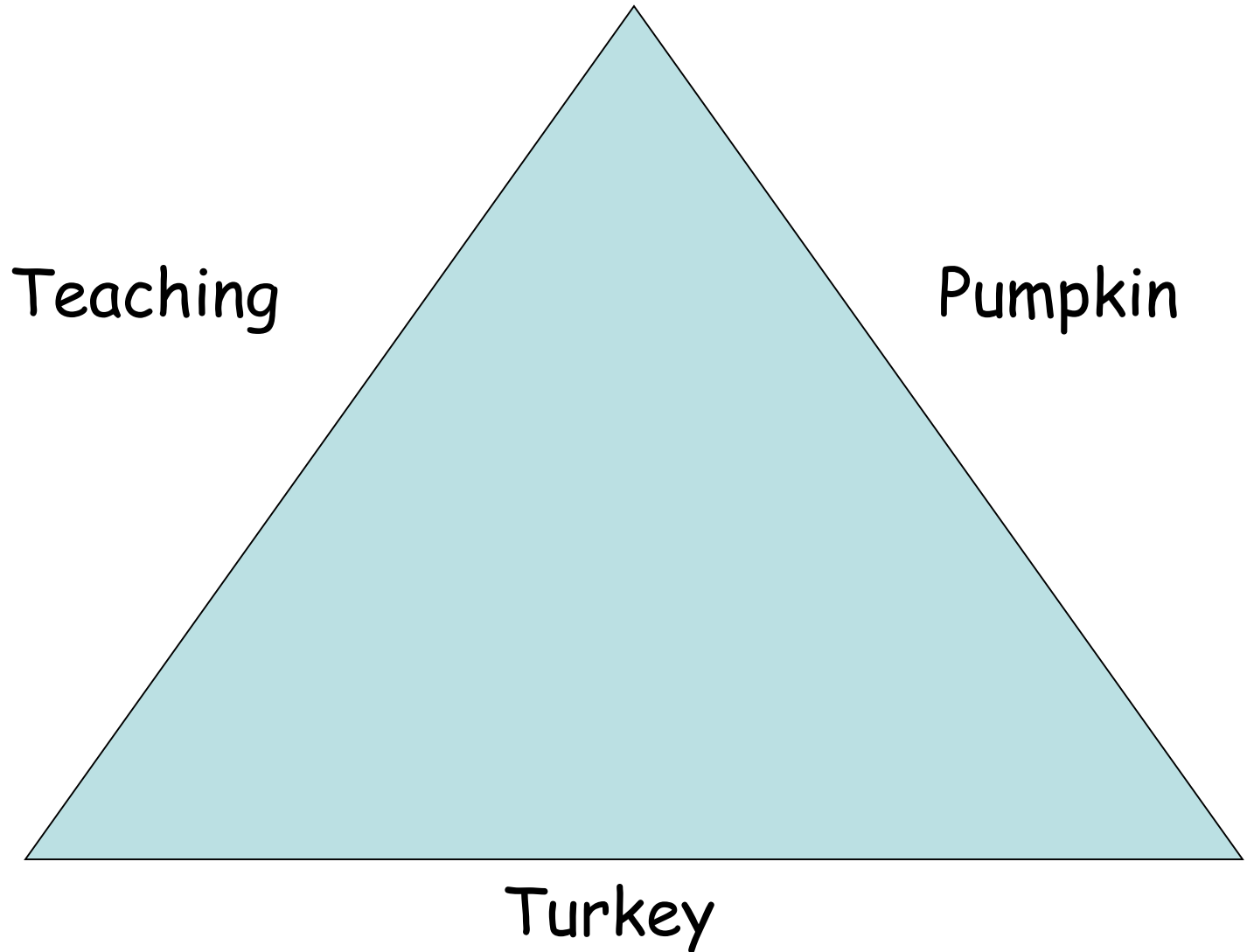
- Implement the set and closure you designed.
- Reflect on what you noticed about students' learning, next steps you took, etc.
- Visit <http://www.crsd.wikispaces.com> Go to Year One Induction. Click on the Word Bubbles and register. Click on Set/Closure. Respond to post.

# Admit Slips

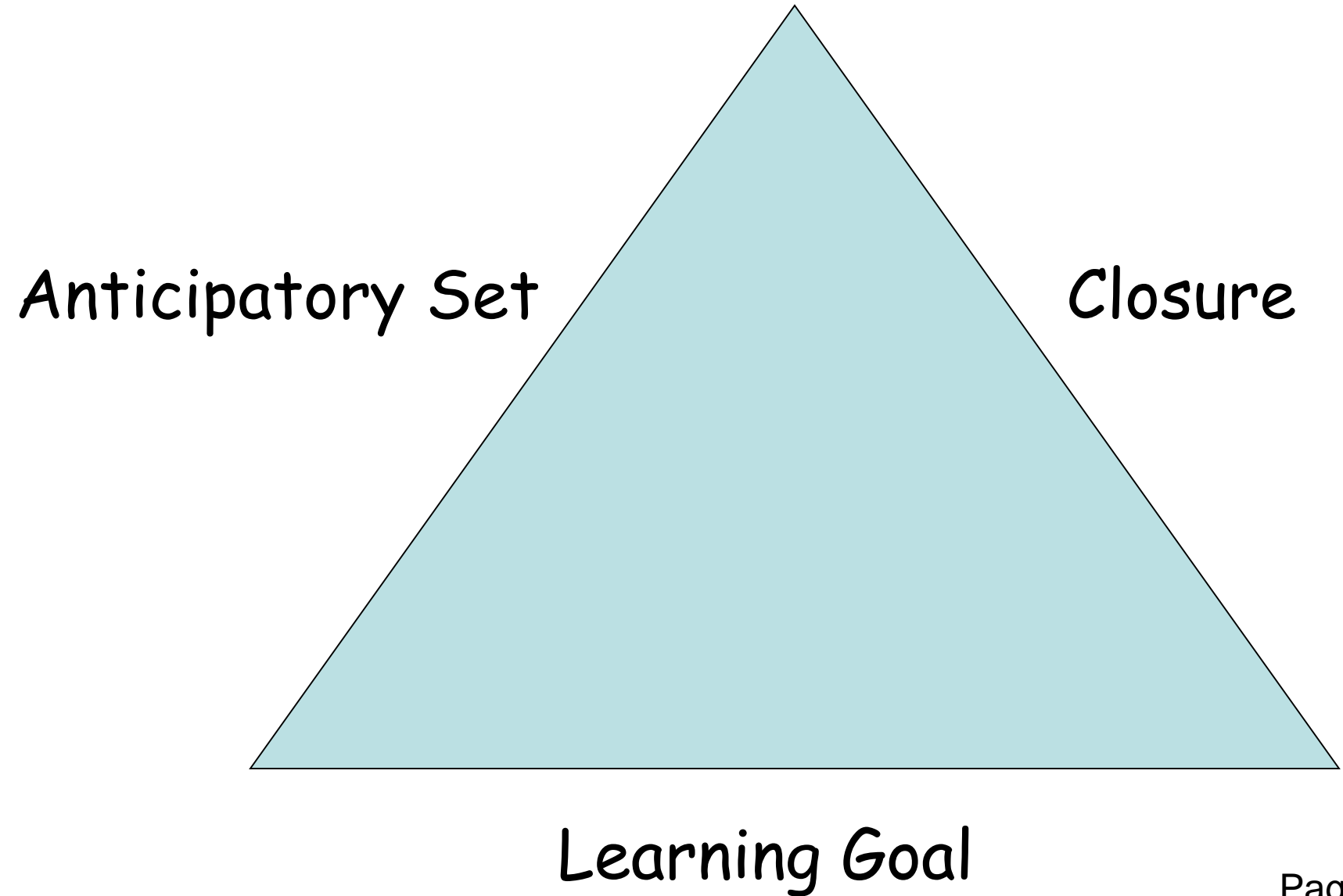


*How might you use them in your classroom? 60 seconds*

# Association Triangle



# Association Triangle





# Association Triangle

- Introduce the Association Triangle.
- Teach students how to make connections.  
Have fun!
- Select three terms that are key to the day's lesson/learning goals. Draw triangle.
- Have students make connections.
- Share.

*How might you use them in your classroom? 60 seconds*

Anticipation Guide  
Learning Goals  
page 4

# Learning Goals & Learning Activities

- Learning Goal- Statement of what students will know or be able to do.
  - e.g. Students will be able to solve equations with one variable.
- Learning Activity- Means by which the learning goals are accomplished.
  - e.g. Students will practice solving 10 equations in cooperative groups.

# Designing a Learning Goal

- Learning goals should be stated in one of the following formats and be measurable:
  - Students will be able to \_\_\_\_\_.
  - Students will understand \_\_\_\_\_.
- Occasionally, learning goals may involve both:
  - Students will understand \_\_\_\_\_ and be able to \_\_\_\_\_.
  - e.g. Students will understand the defining characteristics of whole numbers, decimals and fractions and will be able to convert between equivalent forms.

# Learning Goals and Activities Marzano

Subject	Learning Goals	Activities
Science	<p>Students will understand that</p> <ul style="list-style-type: none"> <li>• The sun is the largest body in the solar system.</li> <li>• The moon and earth rotate on their axes.</li> <li>• The moon orbits the earth while the earth orbits the sun.</li> </ul>	<p>Students will watch video on the relationship between the earth and the moon and the place of these bodies in the solar system.</p>
Language Arts	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>• Sound out words that are not in their sight vocabulary but are known to them.</li> </ul>	<p>Students will observe the teacher sounding out and blending a word.</p>
Social Studies	<p>Students will understand</p> <ul style="list-style-type: none"> <li>• The defining characteristics of the barter system.</li> </ul>	<p>Students will describe what the United States might be like if it were based in the barter system as opposed to a monetary system.</p>



# Is this a Learning Goal?

[App.gosoapbox.com](http://App.gosoapbox.com)

Event code is: 673-929-908

Choose quizzes

# Is this a Learning Goal?

1. Students will successfully complete the exercises in the back of Chapter 3.
2. Students will create a metaphor representing the food pyramid.
3. Students will be able to determine subject/verb agreement in a variety of sentences.
4. Students will understand the defining characteristics of fables, fairy tales, and tall tales.
5. Students will investigate the relationship between speed of air flow and lift provided by an airplane wing.

# Learning Goal

## Elements of Coherent Instruction

- Think of a lesson you are teaching this week.
- Identify learning goal for the lesson.
- Describe one activity or assignment that might accompany that goal.
- Complete top section of page 7.
- Share your goal with a partner.
- Check your partner's goal against the definition and format we discussed and fill in peer response.
- Offer suggestions/revisions as needed.

# I am getting it...I am confused

- [App.gosoapbox.com](http://App.gosoapbox.com)
- 673-929-908
- Click on confusion barometer

# Anticipation Guide

- Identify major concepts in text, video, demonstration, or lesson.
- Establish 3-5 statements and design anticipation guide.
- Students respond to the statements one at a time.
- Students read, watch, and collect information to support/refute statements.
- Students compare their responses with those they generate after reading.
- Students reflect.

*How might you use them in your classroom? 60 seconds*



# Domain 3: Instruction

- The lesson/unit's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

# Coherent Instruction

## Why Anticipatory Set and Closure?

- Focus students on the l\_\_\_\_\_
- Help teach for t\_\_\_\_\_
- Actively e\_\_\_\_\_ students in the learning
- Allow students to assess degree of their own  
u\_\_\_\_\_

# Anticipatory Set

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673-929-908

choose polls

# Anticipatory Set

1. Focus students
2. Primes the learning/  
Prepare for transfer
3. Begin lesson

# Transfer...

## How do we define it?

... the ability to learn in one situation and to use that learning in some form in a new situation.



# Transfer

Factors which generate transfer:

- Nature of Initial Learning
- Transferring Knowledge In & Out of Different Contexts
- Seeing Similarities & Differences across Contexts
- Learners' Metacognitive Abilities to Reflect on & Monitor their own Learning.

# Anticipatory Set

....is a mental process where the mind seeks in its past for information it already has about a particular subject or idea.



# For a set to be effective, it must have three critical attributes:

- relate to the prior experience of the learner
- be relevant to the learning goal
- involve all the learners

# We use an anticipatory set...

- to focus the learner on the lesson to be learned
- to transfer the learning
- to affect the rate and degree of learning

# Ineffective Sets

- *Open your books so that we can take turns reading.*
- *Sit quietly & do the worksheets.*
- *Let's watch this movie.*
- *Open your books to p. 56 & do the first problem.*
- *Take out your homework.*

# For a set to be effective, it must have three critical attributes:

- relate to the past experience of the learner
- be relevant to the learning goal
- involve all the learners

# **Learning Goal:** Students will identify a noun as a person, place, or thing.

## **Write down**

- the name of a person you like
- a place you would like to visit
- something you want to buy.

# An Anticipatory Set is used

- at the beginning of the lesson
- if the learning goal changes - (multiple objectives)
- after an interruption



# Set Critiques

- Read through the sample sets on page 12.
- Determine whether or not it is an effective set using the three critical attributes:
  - relate to the past experience of the learner
  - be relevant to the learning goal
  - involve all the learners

# Successful Set Sharing

- *What do you know or think about...* questions
- Association Triangle
- Anticipation Guide

What others?



# Your Set

- Return to the learning goal you developed at the beginning of class.
- Create an anticipatory set based on the following criteria:
  - relate to the past experience of the learner
  - be relevant to the learning goal
  - involve all the learners
- Share your set with a partner.

***closure***

# Closure

Closure is an opportunity for all learners to summarize their perceptions of the learning.



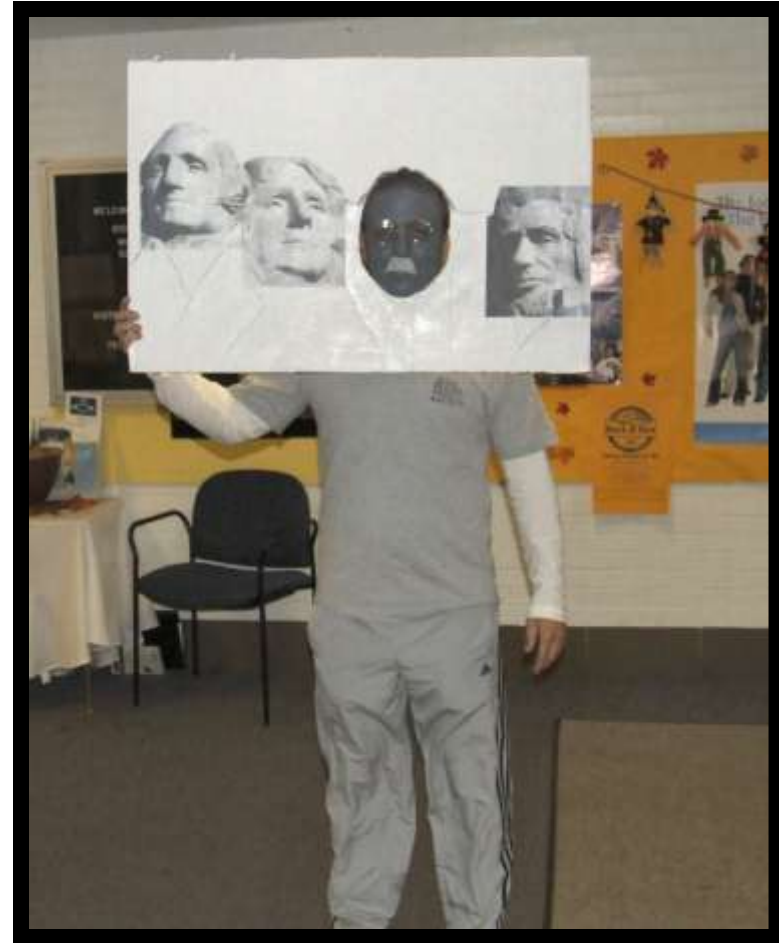
# Reasons for Closure

- To refocus the students on a learning goal
- To give students a chance to summarize what they have learned
- Formative Assessment



# When to Use Closure

- At the end of a section
- At the end of a lesson.



# Closure

## Show Me!

### Examples:

- "Let's try one more problem. This one will be a little harder."



## Tell Me!

### Examples:

- Do orally
- Write it
- Draw a picture



# Remember...

- Stress the learning, not what you did.
- Students use own words, not teacher's.



# What's So Hard about Closure?

Making the commitment to do it.



# Closure Critique

1. I want you to write down two things on your paper. On the top line write what we did today, and on the second line write the answer to this problem. It's the last one we'll do today, so make it your best effort.
2. Today we learned how to distinguish transitive and intransitive verbs. We learned that intransitive verbs express action without the use of an object. Here is one more sentence. Decide if the verb is transitive or intransitive, and write it on your paper.
3. Ashley, can you tell us what we learned today? Who else can tell us? Erica! Good! I want you to do one more problem so I know you all understand. Turn to page 36 in your text and do number 10.

4. Think about what you learned today. Be ready to explain if I call on you.....Scott! Yes, one of the things we learned was that there was a scandal during the Nixon Administration. Turn to the person next to you and share an additional fact. I heard some great comments. Now in your journal, explain the Watergate Scandal. I'll ask several of you to share your journal entries.

5. We spent the last ten minutes counting by two. You know that when using the number line, you have to remember to touch every other number on the line. For example, if you start at 5, the next number is 7. You worked very hard today and were excellent math students. Let's line up for the library.

# Suggestions for Closure

# Your Closure

Think about the set you designed earlier for an upcoming lesson.

- Create a closure activity that:
  - Links to your learning goal & your anticipatory set
  - Allows students to summarize their learning
  - Allows you to assess students' understanding

# Taking Action

- Complete the Closure Tool and reflect on your learning.

# Discussion Closure

- App.gosoapbox.com
- 673-929-908
- Choose discussion